

Maths Long Term Plan Year R

Term 1	<p>Use of NCETM Mastering Number for daily 20 minute Maths sessions.</p> <p>Number Learning Intentions: Subitising: Can subitise within and up to 2 then 3. Cardinality, ordinality and counting: Can identify how many objects up to 5 with 1-1 correspondence Comparison: Can say which set has more/fewer objects in it where the objects are visible and can be moved</p> <p>Shape, Space and Measure:</p> <ul style="list-style-type: none"> • Use everyday language to discuss length, size, weight, position. Use this language to make simple observations, e.g. this is heavier than that. • Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria. • Shape - Know some common 2D • Shape - Identify straight and curved sides on 2D shapes. • Use shapes to make pictures/models. • Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind.
Daily Coverage	<p>Time - days of the week Time - Understand yesterday/today/tomorrow. Recite days of the week. Use and understand before/after Counting beyond 10 Position</p>
Continuous Provision	<p>Linked to the NCETM Mastering Number planning from the previous week in order to retrieve and consolidate learning.</p>
Language Focus	<p>subitise, represent, more, fewer, in front, behind, under, next to, pattern, another, compose, rearrange, altogether, sequence, prepresent, equal, whole, parts, longer/shorter, heavier/lighter</p>
Term 2	<p>Use of NCETM Mastering Number for daily 20 minute Maths sessions.</p> <p>Number Learning Intentions: Subitising: Can subitise within and up to four Discuss composition of numbers to 4. Composition: Can identify sub groups. Can partition a given set and talk about how it has been partitioned. Number facts: Knows one more and one less than a number within 10 Cardinality, ordinality and counting: Can count out objects to 5 from a larger set. Can count out objects to 10 from a larger set. Comparison: Can say which set has more / fewer objects in it where the objects are not visible, but a number label is given (said or written)</p> <p>Shape, Space and Measure (including retrieval from Term 1):</p> <ul style="list-style-type: none"> • Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. • Shape - Know some common 2D • Shape - Identify straight and curved sides on 2D shapes. • Naming shapes within a pattern. • Pattern - continue a simple AB, ABB pattern • Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind.

Daily Coverage	Time - days of the week Time - Understand yesterday/today/tomorrow. Recite days of the week. Use and understand before/after Counting beyond 10 Position
Continuous Provision	Linked to the NCETM Mastering Number planning from the previous week in order to retrieve and consolidate learning.
Language Focus	total, arrangements, numeral, quantity, order, compose, partition, recognise, represent
Term 3	<p>Use of NCETM Mastering Number for daily 20 minute Maths sessions.</p> <p>Number Learning Intentions: Subitising: Can subitise within and up to five Composition: Understands the composition of five (including how many more to make 5) Cardinality, ordinality and counting: Can count to 10 from different starting points Can order towers of cubes 1 to 5 Can order numerals to 10 Comparison: Can make two unequal sets equal</p> <p>Shape, Space and Measure (including retrieval from Term 2):</p> <ul style="list-style-type: none"> • Use everyday language to discuss length, size, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. • Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). • Shape - Know some common 3D • Pattern - create, copy and continue a simple pattern
Daily	Time - days of the week Time - Understand yesterday/today/tomorrow. Recite days of the week. Use and understand before/after Counting beyond 10 Position
Continuous Provision	Linked to the NCETM Mastering Number planning from the previous week in order to retrieve and consolidate learning.
Language Focus	<p>Retrieval of language taught this year within number and SSM foci.</p> <p>New language: Comparison Composition</p>

Language needs to be interleaved across the Maths curriculum where appropriate.